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AUTHOR Chesteen, Richard D.
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ABSTRACT

The document presents a selective overview of current programs in moral, legal, and citizenship education. Materials noted include bibliographies, curricula, newsletters, professional journals, research reports, and conference reports. Projects of Research for Better Schools, Alliance for Citizenship Education, Institute for the Study of Civic Values, National Council for the Social Studies, National Task Force on Citizen Education, and National Conference on Education and Citizenship are briefly described. Also included are projects from the Committee on Pre-Collegiate Education (American Political Science Association), APSA Political Science Education Center, Mershon Center (Ohio State University), Citizen Education Staff (Office of Education), Citizenship Participation Project (University of Wisconsin), and the Robert A. Taft Institute of Government Seminars for Teachers. Key personnel and addresses for materials and information are provided. (KC)

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A Report on National Programs in Citizenship and Law-Related Education

by
Dr. Richard D. Chesteen
Associate Professor
University of Tennessee-Martin
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The material on moral education, law education, and civic/citizenship education is extensive and a complete bibliography would run into several hundred pages. Just the systematic ordering of the numerous entries would be a major undertaking. This essay lacks for both completeness and systematic ordering; however, it is a first step toward trying to organize for Tennessee school teachers a partial overview of what is currently "out there."

Moral/citizenship education material and conceptualization has been a major project of Research for Better Schools, Inc. (Suite 1700/1700 Market Street/Philadelphia, PA. 19103). On June 4-6, 1976, it convened the National Conference on Planning for Moral/Citizenship Education in Philadelphia, PA. Through its "RBS Publications" series, Research for Better Schools has issued a number of position and research papers on various aspects of moral/citizenship education. One of these is an extensive Bibliography on Moral/Values Education (1976) by Russell Hill, Marcia Klafter and Joan Wallace, which cost $7.00. A free catalogue of publications can be ordered from RBS.

Research for Better Schools has received considerable funding from the National Institute of Education (NIE). It was NIE that financed the RBS initiation of the moral/citizenship education (MCE) planning effort in 1976. Following the initial year effort, RBS moved toward the national implementation of an ethical/citizenship education (ECE) program. The delivery model calls for the creation of school-community advisory groups composed of youth, parents, business, labor, law, heath care, religious, social services, local government, and youth services. The design also allows for the inclusion of representatives of local colleges or universities. An outline of this program and its objectives can be found in the RBS publication Recommendations for Research, Development, and Dissemination for Ethical-Citizenship Education by Russell A. Hill and Joan D. Wallace.

On June 24th-26th more than sixty practitioners of political, legal, moral, labor, and community education met at the Sugar Loaf Conference Center of Temple University at Philadelphia to form a national Alliance for Citizen Education. The retreat was sponsored by the Philadelphia-based Institute for the Study of Civic Values. The impetus for such a convocation came from a suggestion made by Dr. Howard Mehlinger of the Social Studies Development Center at Indiana University at a national conference on Citizenship Education in 1976, which was sponsored by the United States Office of Education. The objectives of the Alliance, according to Mehlinger, were (1) to create opportunities for dialogue among educators working on different aspects of citizenship education, whose efforts were weak and fragmented, and (2) to give national visibility to the growing movement to make citizenship, rather than vocationalism, the focus of all education.

At Philadelphia the Alliance was authorized to undertake several projects. These were to include:

1. The publication of a bi-monthly Citizen Education Bulletin, to expand the network of educators engaged in the national dialogue about citizen education and to gain attention for new developments in the field;

2. The establishment of a national clearing house of citizen education programs, possible in conjunction with the ERIC Clearinghouse;

3. The sponsorship of workshops and seminars on issues of citizenship education in citizen organizations and institutions -- unions, community organizations, churches, etcetera;

4. The organizing of chapters of the Alliance for Citizen Education in localities and states; and

5. The promotion of programs and theories of citizen education in the press and relevant journals.

The Institute for the Study of Civic Values, under the directorship of Edward Schwartz, was designated to serve as sponsor and coordinator of the Alliance. The first volume of Citizen Education Bulletin was published in August 1977 but additional issues have only appeared spasmodically. Subscriptions to the Citizen Education Bulletin are $3.00 and can be ordered by contacting Edward Schwartz at 401 N. Broad Street, Room 810, Philadelphia, PA 19108.

On November 25-27, 1977, the National Council for Social Studies (NCSS) met at Cincinnati, Ohio, with Citizenship education as its theme. NCSS was founded in 1921 and now has over 200,000 members. It is a professional association of social studies educators and scholars at the elementary, secondary, community college, and university level. The organization seeks to set standards for the profession, encourages social science research, supports the teaching of social studies and publishes numerous materials. Membership in NCSS can be in one of several categories and, depending upon the category, entitles one to the organization's various publications which include Social Education, The Social Studies Professional, NCSS Bulletins and numerous special publications. Thourgh NCSS one can join one or more associated groups, which include Social Studies Supervisors Association, College and University Faculty Assembly, Council of State Social Specialists, and the Community College Council for the Social Sciences. The organization address is National Council for the Social Studies (1515 Wilson Blvd./ Suite 101/Arlington, VA 22209). A brochure describing the NCSS publications office (Department M.A./2020 M Street, N.W./Suite 400/Washington, D.C. 20036). Two relevant publications to the subject of this paper are Lawrence E. Metcalf's Values Education: Rationale, Strategies and Procedures and James P. Shaver's (editor) Building Rationales for Citizenship Education, Bulletin 52 (1977).

In line with its 1977 citizenship education theme, in early 1978 NCSS gave special public attention to the release of Changes in Political Knowledge and Attitudes, 1969-76 by the National Assessment of Educational Progress, an organization funded by the National Center for Education Statistics. This report followed by several years an earlier one by the same organization which was entitled Education for Citizenship: A Bicentennial Survey. These two studies, along with several other reports of National Assessment, did not present a positive picture of the level of civic and political knowledge of American youth. Anna Ochoa, president of NCSS commented on the study results by declaring, "The results are disappointing but not surprising. Social studies is receiving very low priority in the curriculum and the attrition rate of these courses is very high. Electives are being substituted for hard-core government classes. In 1961, more than 700,000 students were enrolled in civic courses, while in 1973 the number dropped to 450,000." In a separate report NCSS noted that between 1970 and 1975, 21 out of 81 school districts polled reported declines in the number of social studies credits required for graduation.

To overcome the negative trend NCSS suggested such steps as improved financial support, strong in-service programs for teachers, curriculum assessment, more democratic learning environments, more networking and collaboration among interested educators, strengthened teacher education programs, support of needed research, and cooperation of educational publishers.

Preceding the national conferences of NCSS and the national Alliance for Citizenship Education was another major assembly convened around the topic of citizenship education. This was the National Task Force on Citizenship Education which met in 1976 under the sponsorship of the Kettering and Danforth Foundations. The results of this conference were published by McGraw-Hill Book Company under the title Education for Responsible Citizenship: The Report of the National Task Force on Citizenship Education (1977). The Task Force recommendations argued for an expanded conception of citizenship education to include moral and legal, as well as political issues; an interdisciplinary approach to citizenship education in the curriculum; and the development of a practicum in citizenship education, as a requirement for high school education.

Another assembly in 1976 which centered around citizenship education was the National Conference on Education and Citizenship: Responsibilities for the Common Good. It was held on September 20-23 in Kansas City, Missouri, and was sponsored by the United States Office of Education and the Council of Chief State School Officers. This conference was attended by over 400 people representing six segments of American society: home, church, school, business, labor, and government. A summary of the proceedings and recommendations of guest speakers is found in Education and Citizenship: A Conference Report, a publication of the United States Department of Health, Education, and Welfare.

It was also in 1976 that the Council of Chief State School Officers' Committee on Citizenship Education issued a national policy statement entitled "Effective Citizenship Education: A Basic Goal of Education in the United States." In the Council's report seven goals for citizenship education were set forth. Also,

the policy statement suggested eight possible ways that citizenship education might be improved. These suggestions included: (1) endorsement of the Council's stated goals by educational organizations; (2) the conducting of national conferences on citizenship education by the U.S. Commissioner of Education; (3) identification and dissemination of model programs of citizenship education; (4) a TV special stressing need for citizenship education; (5) the organizing of regional and state conferences, involving lay people, students, and educators; (6) the publishing/production of appropriate citizenship education curriculum material; (7) the implementation of programs to encourage political participation by young people; and (8) the examination by local school personnel of conditions in their own schools to determine whether they promote the values of a democratic society.

In April, 1970, the American Political Science Association formed a Committee on Pre-Collegiate Education. It soon received a grant from the United States Office of Education to create a special project called the APSA Political Science Education Project (PSEP). This project was at first operated out of Indiana University Social Studies Development Center and later shifted to Northwestern University. The two stated goals of the Committee on Pre-Collegiate Education were (1) to provide the profession with a continuing assessment of the discipline's relationship with elementary and secondary education and (2) to develop and to begin to implement a long range strategy through which the intellectual resources and talents of political science could be more effectively mobilized in support of improving political science education at the pre-collegiate level.

In reviewing the contemporary state of political science education in elementary and secondary schools the Committee noted the following weaknesses:

1. Much of current political science instruction in elementary and secondary schools transmit a naive, unrealistic and romanticized image of political life which confuses the ideals of democracy with the realities of politics;

2. On the whole, instruction about civics and government places undue stress upon historical events, legal structures and formal institutional aspects of government and fails to transmit adequate knowledge about political behaviors and processes;

3. On the whole, instruction in civics and government reflects an ethnocentric pre-occupation with American society and fails to transmit to students an adequate knowledge about the political systems of other national societies or the international system;

4. On the whole, instruction about civics and government fails to develop within students a capacity to think about political phenomena in conceptually sophisticated ways; and understanding of, and skill in the process of social science inquiry; or a capacity to systematically analyze political decisions and values; and

5. On the whole, instruction in civics and government fails to develop within students an understanding of the capacities and skills needed to participate effectively and democratically in politics.

To overcome these weaknesses the Committee on Pre-Collegiate Education set forth counter goals and a strategy for improving pre-collegiate political science education. This strategy called for (1) developing a network of university based centers; (2) developing a cluster of political science departments with a special interest and commitment to teacher education in political science; (3) developing a sub-culture of political scientists professionally involved in pre-collegiate education; (4) developing national leadership and staff assistance; (5) developing collaborative relationships with other groups, organizations and disciplines; and (6) developing special education programs. At the present time the Committee continues to work toward its goals.

As a result of the Committee on Pre-Collegiate Education work and encouragement, several major new teaching aids have been developed. For example, in 1971 the Committee established a Task Force on Elementary Education to review the state of political education in elementary schools. With support form the National Science Foundation, the Task Force worked for the next several years to evaluate what should be done to strengthen the quality of political education in grades kindergarten to six. The outcome of this effort was a position paper for the Committee entitled "Improving Political Education in Elementary Schools: Challenges and Opportunities." Based on the report's findings the Mershon Center at Ohio State University developed the Citizenship Decision-Making (CDM) material designed to enrich the citizenship component of social studies instruction. CDM contained lessons for supplementary use by fourth, fifth, and sixth grade teachers. This material development was influenced not only by the Committee but also by the results of a survey of over 3,000 elementary school teachers in Ohio. Citizenship Decision-Making, Roger LaRaus and Richard Remy, composed of 25 lessons, can be ordered from Addison-Wesley, Inc., Innovative Division (2725 Sand Hill Road/ Menlo Park, CA 94025).

At the high school level the High School Political Science Curriculum Project, another outgrowth of the Committee on Pre-Collegiate Education, initiated work toward developing a new text that would incorporate the ideas of the Committee. Its work was also finished with support from the National Science Foundation. The outcome of the Curriculum Project, which was coordinated by Judith Gillespie, Howard Mehlinger and John Patrick, was an alternative program for twelfth-grade government courses entitled Comparing Political Experiences (CPE). This program consisted of two semesters of material. The first semester, Political Systems, represented an alternative to American government courses offered at the twelfth-grade level. The second semester course, Political Issues, could stand alone or be combined with Political Systems to form a year-long government program. The Social Studies Development Center (Indiana University/513 Park Avenue/Bloomington, Indiana 47401) was the headquarters for the development of the High School Curriculum Project.

A major outcome of the work of two of the Curriculum Project principal participants, Judith Gillespie and Stuart Lazarus, was the publishing in 1978 of a new twelfth-grade American government textbook entitled American Government: Comparing Political Experiences. This book is published and marketed by Prentice-Hall, Inc.

Due to the renewed interest in citizenship education, the United States Office of Education established a special group known as the Citizen Education Staff. As a result of meetings with educators and others from various sectors of American life during 1976-1978, the Office of Education issued a series of reports dealing with different aspects of citizenship education. This series of publications provides a valuable review of the citizen education movement in schools and for adults. Titles in the series include the following:

Larry Rothstein, New Directions in Mass Communications Policy: Implications for Citizen Education and Participation. HEW Publication No. (OE)78-07003.

William W. Harman, Citizen Education and the Future. HEW Publication No. (OE)78-07006.

Robert H. Salisbury, Key Concepts of Citizenship: Perspectives and Dilemmas. HEW Publication No. (OE)78-07005.

Nea Carroll Toner and Wallace B. Toner, Jr., Citizen Participation: Building A Constituency for Public Policy. HEW Publication No. (OE)78-07001.

Examining the Role of the Workplace in Citizen Education. HEW Publication No. (OE)78-07004.

Ann Parker Maust and Lucy Knight, An Analysis of the Role of the U.S. Office of Education and Other Selected Federal Agencies in Citizen Education. HEW Publication No. (OE)78-07002.

Elizabeth C. Farquhar and Karen S. Dawson, Citizen Education Today: Developing Civic Competencies. (OE) Publication No. 79-07007.

The later book in the above noted series, by Farquhar and Dawson, is the final report of the Citizen education Staff and is a valuable overview of the present field of citizen education. It describes numerous programs around the country for both adults and youth. The Maust and Knight booklet is also valuable because it outlines the possible sources for funding of citizenship education projects available through the federal government.

In line with the recent emphasis of citizenship education a number of state departments of education have instituted or upgraded their programs. In 1976

Research for Better Schools received a grant from the National Institute of Education to conduct a survey of state educational agencies' programs. Forty-six states responded to the survey and the results can be found in Mark Blum, Ethical- Citizenship Education Policies and Programs : A National Survey of State Education Agencies (1977), published by RBS.

Seeking to carry citizenship education into action the National Association of Secondary School Principals (NASSP), in cooperation with the National Association of Student Councils and the National Honor Society, in 1976 launched the Voter Education, Registration, Community Action Program (VERCAP). The purpose of VERCAP was to promote high school students voter registration. VERCAP activities were carried out in over 40 states. In 1979-80 NASSP, in cooperation with the Democratic National Committee, the Republican National Committee, the Federal Election Commission, the League of Women Voters, the National Association for the Advancement of Colored People, the National Association of Student Councils and the National Honor Society, again initiated a national effort to register eligible high school students.

Major components of the new effort, referred to as Youth Vote 1980, are (1)Coming of Age in America-Youth Vote- A six-week curriculum to make young people aware of voting; (2) Voting America: Registering Young Voters- - a filmstrip/cassette series focusing on the importance of student participation in America's democratic system; (3) Voting in America for 200 Years- a 60-minute filmstrip series that portrays the historical aspects of the vote in America, and (4) A Teachers Guide to the Young Voters Registration Campaign- the guide contains lesson plans and activities.

In order to implement Youth Vote a state coordinator will be designated in each state by the NASSP. Plans are to involve the State Departments of Education and State Boards of Elections in promoting the program in their respective states. The kick-off for the 1980 effort will occur at the 44th annual National Association of Student Councils/National Association of Student Activity Advisers National Conference, June 22-26, 1980 in Aurora, Colorado.

A new program initiated by the Joint Center for Political Studies, a non-profit and non-partisan organization which seeks to assist minorities and the disadvantaged in effective involvement in government and designed for high school juniors and seniors has recently been tested in Washington, D.C. Entitled the Youth Leadership Development Program, this pilot project was funded by ACTION. Working with Howard University and the Washington, D.C. Board of Education, the Joint Center selected twenty-eight students to attend a series of workshop sessions intended to train the youth on city government and electoral behavior. At the present time the program is being expanded into a national demonstration project which will: (1) develop a cadre of youth leaders by providing opportunities to participate in problem solving; (2) demonstrate how community organizations, political leaders, students, parents and teachers can work together to achieve the goal of increased youth community participation; and (3) provide a sufficient data base to determine national replicability of the project.

In Madison, Wisconsin the University of Wisconsin-Madison for several years has worked to design the Citizenship Participation Curriculum Project. In 1976 the Rockefeller Family Fund provided the project financial support to publish a book outlining a high school curriculum in citizen participation. That book, published in 1977, is Skills in Citizen Action: An English-Social Studies Program for Secondary Schools by Fred M. Newmann, Thomas A Bertocci, and Ruthanne M. Landsness. The book can be purchased for $3.75 through the National Textbook Company (8259 Niles Center Road/Skokie, Illinois 60076).

This curriculum project for eleventh and twelfth grade students calls for involving the students in an almost full-time citizen action program. Included in the curriculum are a political-legal process course, a communications course, a period of community service internship, a citizen action project, an action in literature course, and the periodic production of public messages. The first school to implement the program, in a slightly modified version, was the Madison Public Schools in 1978. Information on the program's success can be obtained by writing Fred M. Newmann (University of Wisconsin-Madison/Department of Curriculum and Instruction/225 No. Mills Street/Madison, Wisconsin 53706).

One of the most successful state-initiated efforts in developing citizenship education material has been the Institute for Political and Legal Education (IPLE), which operates through the New Jersey State Department of Education. IPLE has designed a year-long social studies program to provide high school students with practical experiences and understanding in the political, governmental, and legal process. The curriculum comprises three unites: voter education; state, county, and local government; and individual rights. It has produced various printed and audio/visual materials and supplements them with workshop/seminars and a Model Congress held every year under the sponsorship of the Institute.

The IPLE program was developed and field-tested over a three-year period (1971 to 1974) with funding from ESEA, Title III. The program has been validated as successful, cost effective and exportable by the standards and guidelines of the United States Office of Education and has been endorsed for national dissemination by the Dissemination Review Panel. It is a member project of the National Diffusion Network.

School districts in other states that desire to implement the IPLE program are provided with training and assistance. Those who would like more information can obtain it by writing to Barry E. Lefkowitz, Director (IPLE, P.O. Box 4261/ Glassboro-Woodbury Road/Pitman, New Jersey 08071).

Along with the various efforts in citizenship education have been the emerging programs in law-related education. The most comprehensive of these programs is the American Bar Association Special Committee on Youth Education for Citizenship (YEFC), which was created in 1971 to develop quality law-related education courses for elementary and secondary schools. Among YEFC activities are: (1) the publishing of booklets containing practical information about all aspects of law-related education, (2) the providing of guidance and counsel to projects around

the country, (3) the serving as a national clearinghouse and coordinator in the field, and (4) the conducting of research designed to improve law-related education.

The YEFC project has received funding from the Ford Foundation, the Law Enforcement Assistance Administration and others. A number of guides for law-related education have been produced by YEFC and are available at no cost. A quarterly publication Update can be subscribed to for a small cost. Information on YEFC can be obtained by writing to Norman Gross, Director (Youth Education for Citizenship/American Bar Association/1155 East 60th Street/Chicago, IL 60637). To Reason Why, a 30 minutes, color, sound, 16 mm. film about law-related education has been produced by YEFC and can be purchased or leased from Perennial Education, Inc. (477 Roger Williams/P.O. Box 855 Ravinia/Highland Park, IL 60035).

A second major developer and disseminator of law-related education material is the Constitutional Rights Foundation (CRF), which is based in Los Angeles, CA, and has regional offices in Chicago and Philadelphia. CRF has received funding from the Office of Juvenile Justice and Delinquency Prevention to assist in implementing law-related education in Illinois, Michigan, Pennsylvania, Connecticut, and Maryland. The CRF's Youth and the Administration of Justice (YAJ) Program will serve as the central curriculum focus for the planned services. This project was developed and disseminated first in the schools of California. The program is now being nationally disseminated as the Law, Education and Participation (LEAP) Project. CRF has published a number of various teaching tools for use in law-related education. These publications are distributed by several companies. Educators interested in knowing more about the program should write the Project Director (CRF Chicago Chapter/122 South Michigan Avenue/Room 1854/Chicago, IL 60603).

In 1966 members of the Chicago Bar Association and the Chicago Board of Education began a program for training youth in practical aspects of the law. Two years later the project received its charter from the state of Illinois as the Law in American Society Foundation (LIASF). During 1970-71 LIASF assisted in establishing projects in Dallas, Atlanta, Boston and Los Angeles. LIASF has now become the National Center for Law-Focused Education; and with the help of funding from the Law Enforcement Assistance Administration and the Lilly Endowment, Inc., it is initiating projects in law-related education around the country.

Among the National Center's present activities are (1) an annual Summer Institute of three-week duration with workshops on four different levels, completion of which is worth nine graduate credit hours; (2) the National Center university internship programs; (3) the publication of two text series -- Trailmarks of Liberty and Justice in America and a two-part set of audio-visual law-focused material -- Foundations of Justice and In Search of Justice; (4) a National Conference on Law-Focused Education; (5) a Resource Center which serves as a law-focused information clearing house; and (6) a journal entitled Law in American Society. The address for the National Center for Law-Focused Information is 2235 North Sheffield Ave./ Chicago, IL 60614).

In 1970 the State Bar of California instituted the Law in a Free Society (LIFS) project for grades K-12 in cooperation with the faculty of the University of California. The LIFS curriculum material is centered around eight concepts: authority, diversity, freedom, justice, participation, privacy, property, and responsibility. Financial assistance for developing the material has come from the National Endowment for the Humanities, the National Institute for Juvenile Justice and Delinquency Prevention and the Danforth Foundation. LIFS has marketed a multimedia instructional program that school systems can purchase, and LISF personnel are available to provide consulting services for establishing law-related education programs. Contact LISF at 606 Wilshire Boulevard/Suite 600/ Santa Monica, CA 90401.

Another major law-related education project which also receives financial support from OJJDP and others is the National Street Law Institute (NSLI). This program has been in operation since 1975. Its genesis was a program initiated in 1971 at Georgetown University to use law students to teach District of Columbia high school students and others practical law information. NSLI has particularly sought to work through law schools in establishing projects in which law students teach law in high schools, adult education programs, and prisons or mental facilities. Street Law curriculum material for grades K-12, which is published by West Publishing Company, is now being used to some degree in all the states. At the University of Tennessee Law School, law professor Grayfred G. Gray has been conducting training for area school teachers with NSLI for several years. Information can be obtained by writing Director Jason Newman (NSLI/605 G Street, N.W./ Washington, D.C. 20001).

The most recent law-related education project to receive OJJDP funding is the one conducted by Phi Alpha Delta Law Fraternity, International (PAD), the world's largest professional legal fraternity. The fraternity includes judges, practicing attorneys, prosecutors, law professors, law students,and business and government leaders. Presently PAD is concentrating its attention on ten metropolitan areas where law-related education will be specifically promoted. In these areas PAD will work closely with other OJDDP grantees to provide law-related education and training and to promote involvement by relevant agencies. For further information onits activities contact Director, Phi Alpha Delta (910 17th Street, N.W./Suite 310/Washington, D.C. 20006).

A law-education program directed specifically toward children in grades 5-8 has emerged out of a pilot program begun in the St. Louis, Missouri public schools. Now known as Law in Action National Office, it has developed a series of curriculum material known as Law in Action, which is published by West Publishing Company. Law in Action will provide workshops and informational assistance on a consulting basis to school systems interested in using their program. The Law in Action series is activity-oriented and includes such teaching strategies as work trials, simulations, and community involvement projects.

A Directory of Law-Related Education Projects can be obtained from the ABA Special Committee on Youth Education for Citizenship. It lists and briefly describes known local, state and national programs . Adresses of projects and contact persons names are also included.

Just as the citizenship education movement resulted in a special staff committee in the United States Office of Education, so did the interest in law-related education. Known as the Study Group on Law-Related Education, it was created in November, 1977 and released its Final Report on September 1, 1978. The report endorsed the objectives of law-related education and supported continued and additional federal funding.

So far most federal funding for citizenship education and law-related education has come through the U.S. Office of Education, the Law Enforcement Assistance Administration, the Office for Juvenile Justice and Delinquency Prevention, and the National Endoument for the Humanities. In 1978 the Law-Related Education Program was enacted by Title III of the Education Amendments of 1978. This act established four grant categories: (1) program initiation projects, (2) program implementation projects, (3) technical assistance projects, and (4) innovation projects. Proposed regulations on the program can be found in the Federal Register, Friday, June 29, 1979, Part IV, pp. 38142-38149. This program has not been funded, however, and as of April, 1980 potential funding appeared in trouble. President Carter in his effort to cut federal spending has called for rescending the FY 1980 Budget authority of $1 million for the new program. Also requested in the President's rescission message is another $4 million in other law education programs.

The final outcome on these request is uncertain but the funding situation does not seem to be too encouraging at the moment. Should federal funding be seriously curtailed, the future of a number of the programs discussed above could be in troulbe unless local and state governments or private foundations pick up the slack.

At the present time the Tennessee Committee on Law-Related Education is seeking to work with the Tennessee Bar Association in an effort to institute a statewide program. In addition to the work of Grayfred Gray at UTK, George Peabody College in Nashville, through its Center for Economic and Social Studies Education, has established a Law Related Education Project for training teachers. On October 27, 1979 a State Leadership Conference was held in Nashville. As a result of that conference it was decided to establish a newsletter for communication. The first issue of Tennessee Law Related Education Newsletter was issued in December 1979, with funding from Law in a Free Society.

For several years the Tennessee Political Science Association, through its Committee on Secondary Education, has demonstrated an interest in upgrading the teaching of moral/citizenship/law-related education in Tennessee. Its stated purposes were to:

(1) to assess the current status of citizenship education in the State of Tennessee;

(2) to establish relations with and draw upon the work of other professional groups that have established citizenship programs (e.g., Southern University, Lincoln Felinc Center and others);

(3) to develop proposals for TPSA's effort to improve citizenship education in Tennessee;

(4) to review and support efforts of individual political scientists to obtain funding for proposals in the area of citizenship education, in-service training for teachers, and student activities;

(5) to seek funding for initial organization of a state office capable of coordinating and informing the membership of developments in the area of citizenship education.

This report is a result of the continuing interest of TPSA in promoting the above purposes. It is hoped that you will find it both informative and stimulating. A second stage of this paper, not yet completed, will be one which outlines funding strategies. However, due to the uncertainty of federal funds it will be delayed for the time being.

One final program to be noted is one that is not student directed but rather teacher oriented, and it is the Robert A. Taft Institute of Government Taft Seminars for Teachers program begun in 1963. By 1978 over 10,000 teachers, from all 50 states, had participated in these seminars, which had been conducted in 75 universities in 38 states. The theory behind the Taft Seminars is that most pre-collegiate teachers of government classes have little or no academic preparation in political science or practice experience in the working of American polities. To aid in correcting this weakness, the Taft Seminars bring together college professors, elementary and secondary school teachers, political party leaders and elected public office holders for a series of programs, which may offer graduate credit. The Taft Seminar is non-partisn and seeks to balance representation of Democrats and Republicans; however, the teaching of the value of political parties is one of its main objectives. The focus is also on making democracy work and economic freedom. The Taft Seminars supported with donations from private sources. The only Taft Institute that has been in Tennessee has been the one offered at the University of Tennessee-Nashville by Dr. Charles A. Zuzak. Colleges interested in offering Taft Seminars can apply to Mrs. Marilyn Chelstrom, Executive Director, The Robert A. Taft Institute of Government (420 Lexington Ave./ New York, N.Y. 10017).